



ACIP

Eclectic Elementary School

Elmore County Board of Education

Mr. Timothy Turley, Principal
35 Harden Street
Eclectic, AL 36024

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Eclectic Elementary School (EES) was built in 1982 and is located in Eclectic, Alabama, adjacent to a small family neighborhood. Some of the children who live in the neighborhood walk to the school on a daily basis. According to the Average Daily Membership, the school is a K-4 school and currently serves approximately 509 students. The racial makeup of the student population is approximately 81% white, 11% black, and 8% minority or mixed-race students. EES employs 2 administrators, 39 highly qualified teachers and 12 support staff who interact with our students daily. The racial makeup of the adults in our building is approximately 88% white and 12% black. Eclectic Elementary School is located within the city limits of Eclectic, Alabama. Eclectic is located in the northeastern part of Elmore County. It is convenient to Lake Martin and a short 45 minute driving distance to Montgomery and Auburn. The town has a total area of 4.3 square miles, 4.2 of which is land and 0.1 of which is water. According to the latest census, there are 1,001 people, 409 households, and 280 families residing in the town of Eclectic. The population density is 236 people per square mile. There are 459 housing units at an average density of 108.3 per square mile. The racial makeup of the town is 78.11% white, 18.19% black, 0.76% Native American, 0.10% Asian, 0.67% from other races, and 0.57% from two or more races. 1.60% of the population is Hispanic. The greatest part of our school population comes from rural areas located outside the city limits of the Eclectic and are transported to school via private transportation or public-school buses. The main challenge facing our community is the number of citizens living at or below poverty level. The average family income of a family living in Eclectic is \$37,392.00, compared to the state average of \$42,849.00. Over 56% of our student body receives free or reduced lunch and breakfast each day. In the last three years our school has undergone a transformation to include a safer, more secure entrance, a paved running track, cameras in the halls, and new lighting and paint in the school hallway. New computers and laptops were installed in every classroom this school year. An iPad cart with seventy iPads are housed in the Library for school use.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose statement adopted for Eclectic Elementary School (EES) is "Every Student Empowered/Every Student Succeeds". As highly qualified educators, we believe every student should have the opportunity to be exposed to a challenging learning environment. Our school offers various programs for different academic levels of our students in order to ensure that every student is learning on their individual ability level. For example, beginning in second grade, our students are tested for Gifted and Talented Education. They are given a variety of mind stimulating activities requiring them to be creative and make distinguishing observations. Students who score high on these class activities continue on for further testing. Once a student qualifies, he/she will be enrolled in the Gifted and Talented Education (GATE) program beginning in the student's third grade year. EES receives Title I funds which aim to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school districts to meet the needs of at-risk and low-income students. With these funds we are able to employ staff who work specifically with struggling students in the areas of reading and math. These students are provided additional explicit small group instruction on the skills in which they need further enrichment. Tiered instruction is implemented by the classroom teacher in whole group and small group settings on a daily basis in both reading and math. All students are exposed to Tier I explicit instruction daily. Teachers use scores on various assessments completed at the beginning of the school year and at regular intervals throughout the year to determine students' ability levels and place them in groups accordingly. These groups of 4-6 students gather for instruction that is differentiated. Tier II intervention is also implemented on a daily basis to those who need additional assistance. The third tier of instruction provided at EES is for those students who, after the classroom teacher's efforts to bring the students' achievement to grade level have been unsuccessful, receive an additional level of intervention. This Tier III instruction is provided in a small group setting, in a resource room by an Intervention teacher who uses different strategies and often different curriculum. If these efforts also fail, the student may be referred for special education testing to rule out any learning disabilities. We believe the "stakeholders" involved in a child's education include the students, parents, faculty and staff of the school, and the members of our community. Within the school, the faculty and staff teach a research based curriculum with high standards and expectations for all students, believing all students can excel. Not only do we believe students can excel academically, we also encourage them to promote their leadership skills through Student Council and to become more involved members of society. Library classes are taught to each homeroom monthly. The counselor provides character education lessons to each class monthly. This curriculum instructs students on making healthy life choices, conflict resolution, how to make and be a friend, as well as many other topics designed to prepare our students to cooperate and get the most from their time at EES. The counselor also uses data to determine which academic skills can be practiced within this curriculum and provides individual sessions as requested by students. First through fourth grade students receive at least fifty minutes of P.E. instruction each day. Kindergarten students receive at least forty minutes of P.E. instruction each day. The P.E. department has a 50 Mile Club for runners in 2nd-4th grades. Several of our students' Individualized Education Programs (IEPs) require services from the physical therapist, occupational therapist, vision specialist, and adaptive physical education teacher. Music is provided to all students every other week for 30 minutes. Our community offers several extracurricular activities outside of school in which students can participate to help build the foundation for strong character. Both boys and girls can participate in our local Boy and Girl Scout Organizations and Good News Club. Also, seasonal organized sports are available through community and church leagues. Our school offers and holds high expectations for all students. It is our objective to provide a variety of learning opportunities to our students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Eclectic Elementary School has scored above the state average on the ASPIRE test the previous three years with gains in three areas last year. 100% of our faculty and instructional paraprofessionals are highly qualified. We have a part-time music teacher who serves all grade levels twice each month. EES implemented a computer refresh at the beginning of the 2017-2018 school year by refreshing all computers in the school. Our students now have computers capable of running virtually any web-based educational software on the market. All computers can run iNow and the Alabama State Department of Education's (ALSDE) software program required for use by all public schools in the state. We have two computer labs that are utilized daily. Science teachers also have three science labs available. Music is provided to all students every other week for 30 minutes. EES is striving to make improvements in implementing a student-centered classroom by giving students opportunities to be involved in discussions. Group projects, partner activities, and "turn and talk" time are a few examples of a student-centered classroom.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

TECHNOLOGY IMPROVEMENTS/ADVANCEMENTS Elmore County Public Schools is currently at 1.25Gbps. Elementary and Middle Schools possess 1 Gbps switch ports and 10 Gbps uplinks and the high schools have 100Mbps switch ports and 1Gbps uplinks. The District's wide area network (WAN) is comprised of 10 Gbps links between all sites and a 40 Gbps aggregate handoff to our ISP. Possessing a full fiber rich network means that upgrading to faster speeds will only involve endpoint upgrades. Elmore County reports that the district is currently able to provide students and staff with suitable access however with the sharp increase in online textbooks, assessments, collaboration tools, and social media, current speeds need to be bolstered. The District believes technology integration in learning is a priority; it is their goal to incrementally increase, over the next several years until we reach the FCC requirements are reached. The increased bandwidth paired with rigorous professional development and "blended learning" strategies can help to enhance student achievement and retention as well as change the very notion of learning itself. July 2017 we began our second REFRESH of devices that include administrators, teachers, staff and student window devices and Chromebooks. This project will be completed by the end of September 2017.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Eclectic Elementary Leadership Team, composed of the principal, faculty, staff, parents, students and community stakeholders, participated in the planning process. Stakeholder members were selected by the principal and committee leaders. Stakeholders are given a copy of the plan to review and provide feedback to the Leadership Team. A summary of the compiled data determining school needs and the proposed focus areas were presented to the Eclectic Elementary faculty, staff and stakeholders for discussion.

The Leadership Team met to analyze how well the previous year's Continuous Improvement Plan (ACIP) had been implemented and to set new projections for the coming year. Throughout the year, the instructional coach holds monthly Data Meetings with the faculty and administrators where school and county assessment data are discussed to pinpoint how students are progressing and what adjustments in instruction might be needed. Additional data that is reviewed to spot trends in student growth and achievement are iRead data, Global Scholar Performance Series, IXL, STAR Reading, STAR Early Literacy, STAR Math, PST data, Title I plan, Technology Plan, and professional development needs of the faculty and staff, as well as, how attendance and discipline data may affect student learning.

At the annual Title I Advisory Meeting the Parental Improvement Plan for 2017-18 was presented to parents and community members who were asked for their input. Parents were informed of the meeting through flyers, School Website, marquee outside of the school and newsletters. Ideas and suggestions from parents are always welcomed, but parental input is formally requested again in April of each school year at the Title I Parent Advisory Committee Meeting.

Throughout the school year iNow grades, progress monitoring data, attendance data, STAR Results and any intervention needs of the students are discussed during Data and Problem Solving Team (PST) meetings, which include the faculty. This information is then used to adjust instructional strategies. These strategies and goals are included in the ACIP. ACIP concepts are discussed at faculty and grade level meetings. All suggested revisions are reviewed by the Leadership Team for inclusion in the current plan. The plan is in a continuous state of revision. At least once each year is sent to the district level for approval.

Including all stakeholders in the improvement process is challenging. To be sure all faculty and staff can give input, the plan is reviewed during faculty meetings and all are encouraged to submit suggestions for revisions to the administrators. To gain input from parents, the plan is reviewed twice yearly. The meetings are during the day in the Fall and the Spring. If a parent needs more information, they can meet with the Title I coordinator at their convenience. Parents who have an active interest in the school are selected. They have told teachers and/or administrators that they are interested in "getting involved" in our school. Listed below are some of the additional opportunities for stakeholder participation:

- Beginning of the year Meet and Greet/Open House
- Book Fairs
- Thanksgiving Lunch
- Fall Festival
- Art Night
- Awards Day
- Field Day
- Field Trips
- PTO sponsored events

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Our leadership team is made up of one teacher who represents kindergarten through second grade and one teacher who represents third and fourth grade, parents, a community stakeholder, the media specialist, the school counselor, a special education teacher, the instructional coach, the intervention teacher, the assistant principal, and the principal. This group is responsible for reviewing the data and creating a rough draft of the Alabama Continuous Improvement Plan (ACIP). This plan is reviewed during faculty and grade level meetings allowing for input of additions and revisions from the stakeholders for inclusion in the plan. Two parent advisory meetings are utilized to provide input from parents and community leaders who have expressed an interest in assisting our school. Once the plan is developed, it can be accessed through our school's website. In addition, a newsletter that outlines the main points of the plan are sent home to all parents. Between the two, they inform all stakeholders about the school's progress and current goals for improvement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The school's Continuous Improvement Plan (CIP) is developed through input from many sources. The school's leadership team creates the document that is reviewed for necessary changes regularly. The plan is presented to the faculty during faculty meetings and a summary sheet is provided to hit the highlights. The ACIP can be accessed through the school's website. The plan is summarized in a newsletter that is sent to all parents. Finally, in the spring, a Parent Advisory Meeting is held during which those in attendance are asked to make suggestions for improvements to the plan. All suggestions are considered in the revisions of the plan for the next school year. The plan is in a state of constant review and revision, but is submitted to the school district for approval at least once each year.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|--------------------|-------------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | STAR data attached | STAR Data |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 1. | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined. | Level 3 |

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

3rd grade students scored high in math.

Describe the area(s) that show a positive trend in performance.

3rd grade students showed a positive trend in math performance. 3rd and 4th grade students showed a positive trend in reading and math performance compared to the previous school year.

Which area(s) indicate the overall highest performance?

3rd grade showed the overall highest performance in math.

Which subgroup(s) show a trend toward increasing performance?

3rd and 4th grade males had a higher performance in math than the 3rd and 4th grade females.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the male and female students in math and reading.

Which of the above reported findings are consistent with findings from other data sources?

The findings reported above are consistent with student grades that can be accessed through I-NOW.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

4th grade in reading

Describe the area(s) that show a negative trend in performance.

There was a negative trend in black students in math.

Which area(s) indicate the overall lowest performance?

4th grade showed the overall lowest performance in reading and black students in reading and math.

Which subgroup(s) show a trend toward decreasing performance?

Black students showed a trend of decreasing performance in reading.

Between which subgroups is the achievement gap becoming greater?

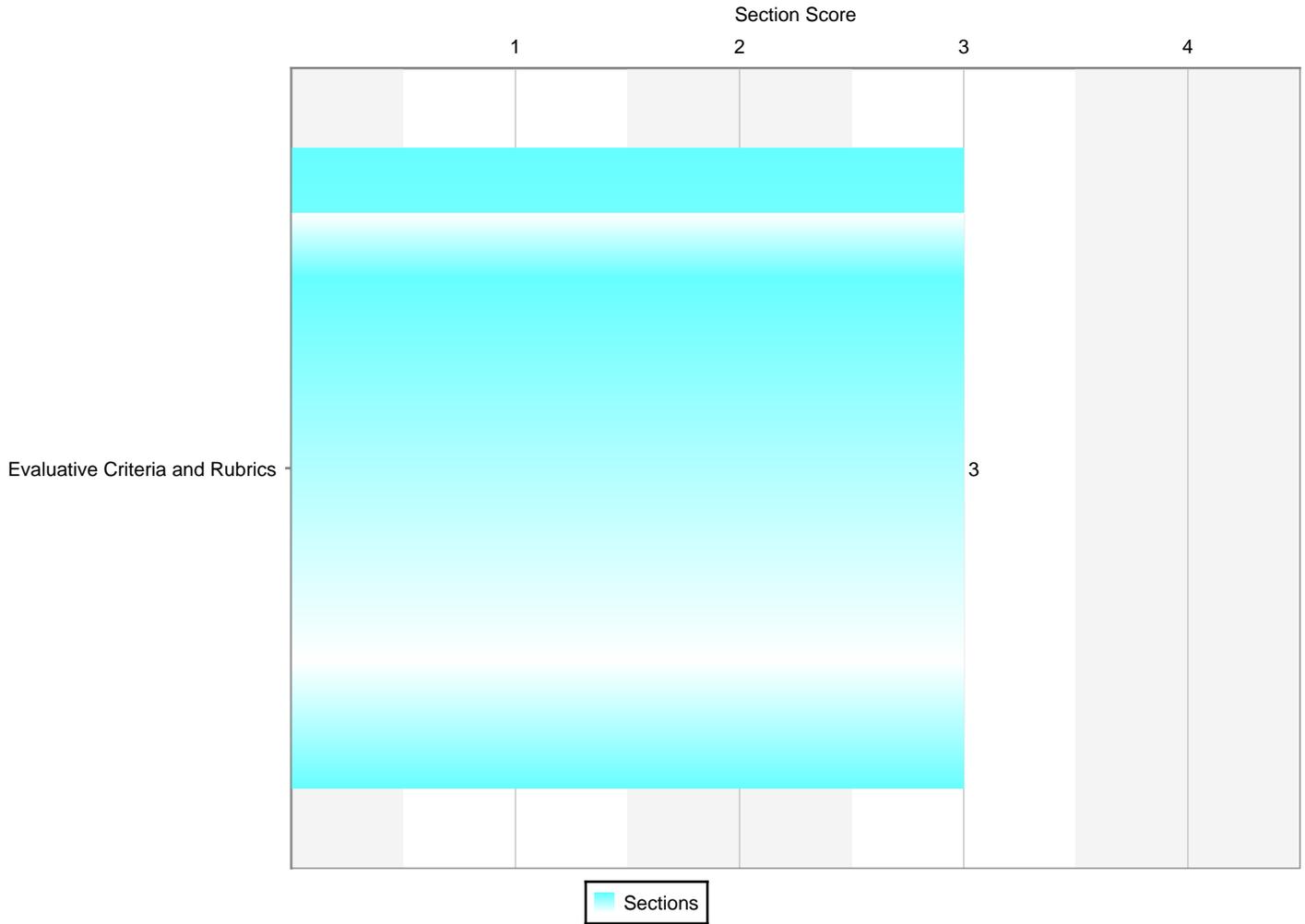
The achievement gap is becoming the greatest between white and black subgroups in math and reading.

Which of the above reported findings are consistent with findings from other data sources?

The findings reported above are consistent with student grades that can be accessed through I-NOW.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|-----------------|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | Documentation is maintained on site. The Leadership Team signature page is uploaded. | Leadership Team |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------------|----------------|
| 2. | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes | See attached. | Signature Page |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|----------------|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Susanne Goodin Director of Human Resources 100 H H Robison Drive Wetumpka, AL 36092 334-567-1200 | Signature Page |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------------|----------------|
| 4. | The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | Yes | See attached. | Signature Page |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------------|----------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | Yes | See attached. | Signature Page |

***New 2017-2018 Plan for ACIP**

Overview

Plan Name

*New 2017-2018 Plan for ACIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|----------------|---------------|
| 1 | Preschool students and fourth grade students will be provided opportunities to successfully transition schools. | Objectives: 2 Strategies: 2 Activities: 3 | Organizational | \$0 |
| 2 | The faculty and staff at Eclectic Elementary will move instruction from a teacher-centered focus to a student-centered focus. | Objectives: 1 Strategies: 3 Activities: 3 | Organizational | \$0 |
| 3 | Eclectic Elementary School will strive to improve students' proficiency in math. | Objectives: 1 Strategies: 5 Activities: 5 | Academic | \$0 |
| 4 | EL students will improve on the Comprehensive Proficiency Level. | Objectives: 2 Strategies: 1 Activities: 2 | Academic | \$0 |
| 5 | Eclectic Elementary School will strive to improve students' proficiency in reading. | Objectives: 1 Strategies: 4 Activities: 6 | Organizational | \$0 |
| 6 | Eclectic Elementary School will aim to increase the number of parents involved in school activities. | Objectives: 1 Strategies: 1 Activities: 5 | Organizational | \$0 |

Goal 1: Preschool students and fourth grade students will be provided opportunities to successfully transition schools.

Measurable Objective 1:

collaborate to make the transition from the Eclectic Child Development Program to Kindergarten by 05/18/2018 as measured by the number of students from these programs who visit the kindergarten each Spring.

Strategy 1:

Kindergarten Visits - Eclectic Elementary will offer an opportunity for the students at the Eclectic Child Development Program to visit the school, tour the building, meet Kindergarten teachers and join in activities with their classes each spring. The visitors will meet the essential personnel of the school, such as principal, media specialist, school nurse and counselor. They will visit the cafeteria and media center and observe physical education classes in progress.

Category: Develop/Implement Pre-K Career Readiness Plan

| Activity - Visiting Kindergarten Classrooms | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|---------------------|---|
| provide preschool students with the opportunity to visit kindergarten classrooms to eliminate anxiety and increase students' confidence | Behavioral Support Program | 05/01/2018 | 05/11/2018 | \$0 | No Funding Required | Preschool teachers, kindergarten teachers |

| Activity - EES Open House | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| Eclectic Elementary School will provide an Open House for upcoming kindergarten students. This allows students and parents to meet the classroom teacher and familiarize themselves with the facility. | Parent Involvement | 08/03/2017 | 08/03/2017 | \$0 | No Funding Required | All faculty and staff at Eclectic Elementary School |

Measurable Objective 2:

collaborate to provide a field trip for fourth graders to visit and become familiar with the middle school by 05/18/2018 as measured by the number of students who visit the middle school..

Strategy 1:

Middle School Field Trip - Fourth grade students will visit Eclectic Middle School, including classrooms, the Library, lunchroom, and gym.

Category: Develop/Implement Student and School Culture Program

| Activity - Middle School Visit | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|--|
| This will be a field trip that will be an orientation for fourth graders transitioning to the middle school. | Field Trip, Community Engagement, Behavioral Support Program | 04/09/2018 | 05/18/2018 | \$0 | No Funding Required | Counselor, 4th grade teachers, and the middle school faculty and staff |

Goal 2: The faculty and staff at Eclectic Elementary will move instruction from a teacher-centered focus to a student-centered focus.

Measurable Objective 1:

collaborate to move instruction from a teacher-centered focus to a student-centered focus by 05/18/2018 as measured by a 2% increase in parent, staff, and student survey results.

Strategy 1:

Professional Development - The teachers will receive training opportunities to learn ways to involve students in learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Becoming a Learning School, Killion and Roy (2009)

| Activity - Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will explore ways to move instruction to student-centered. | Professional Learning | 08/01/2017 | 05/18/2018 | \$0 | No Funding Required | Timothy Turley |

Strategy 2:

ARI Strategies - Teachers will use strategies learned from Balanced Literacy Training to increase students learn using student-lead centers.

Category: Develop/Implement College and Career Ready Standards

| Activity - Student-Lead Centers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will participate in reading centers that are student-lead. These strategies were presented at Balanced Literacy training. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 | No Funding Required | All teachers and staff are responsible for using the ARI strategies. |

Strategy 3:

Close Reading Strategy - Students will use the close reading strategy to dissect and analyze during and after reading.

Category: Develop/Implement Professional Learning and Support

| Activity - Close Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Eclectic Elementary School

| | | | | | | |
|--|--------------------------|------------|------------|-----|---------------------|---|
| Students will read fiction and nonfiction passages using the close reading strategies. They will question themselves in order to understand the passage. Students will demonstrate different strategies to better understand vocabulary. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 | No Funding Required | All classroom teachers and staff will be responsible for using this activity. |
|--|--------------------------|------------|------------|-----|---------------------|---|

Goal 3: Eclectic Elementary School will strive to improve students' proficiency in math.**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency at or above the 50th percentile in math from a baseline score of 57% to 60% in Mathematics by 05/18/2018 as measured by the STAR test.

Strategy 1:

IXL Math - Students will increase math skills by working on the computer program IXL.

Category: Develop/Implement Learning Supports

| Activity - IXL | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| IXL is a computer program broken down by math standards. Teachers assign standards to the students. Student proficiency reports are available to teachers based on these standards. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 | District Funding | 1st-4th grade teachers and support staff |

Strategy 2:

Scantron Performance Series - This is a computer program used to assess 3rd-4th grade students three times per year to determine growth and proficiency in math standards. School staff analyzes the data to improve instruction and student achievement.

Category: Other - Periodic Testing

| Activity - Scantron Performance | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------------|------------|------------|-------------------|-------------------|--|
| Students will be assessed three times per year. The data will be used to improve instruction and student growth. | Technology, Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 | District Funding | 3rd and 4th grade teachers and support staff and instructional coach |

Strategy 3:

STAR Math and Early Literacy - Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments several times a year. Teachers will view student scores to determine the areas in need of improvement.

Category: Other - Periodic Testing

| Activity - STAR Math and Early Literacy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|------------|------------|-------------------|-------------------|------------------------|
| Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments several times a year. Teachers will view student scores to determine the areas in need of improvement. | Technology, Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | Title I Part A | All classroom teachers |

Strategy 4:

FASTT Math Next Generation - 2nd-4th grade students practice math facts on this program.

Category: Develop/Implement Learning Supports

| Activity - FASTT Math Next Generation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------------|------------|------------|-------------------|-------------------|--|
| Students practice math facts on this computer program. | Technology, Academic Support Program | 08/14/2017 | 05/18/2018 | \$0 | District Funding | 2nd-4th grade teachers and support staff |

Strategy 5:

Learning Supports - Teachers will post videos on social media demonstrating math skills.

Category: Develop/Implement Learning Supports

| Activity - Learning Supports | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|---|
| Teachers will post videos on social media demonstrating math skills. | Parent Involvement, Technology | 10/12/2017 | 05/18/2018 | \$0 | No Funding Required | Kindergarten through 4th grade teachers |

Goal 4: EL students will improve on the Comprehensive Proficiency Level.**Measurable Objective 1:**

15% of English Learners students will demonstrate a proficiency by achieving a Composite Proficiency Level of 4.8 or higher in English Language Arts by 05/18/2018 as measured by performance on the ACCESS for ELLs 2.0 assessment.

(shared) Strategy 1:

ELL Reform Strategy - EL teachers will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to the language domains of reading, writing, and listening.

Category: Develop/Implement Learning Supports

| Activity - Writing IELP | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------------|------------|------------|-----|------------------|-------------------------------|
| The ESL committee will write an IELP for identified EL students that did not score 4.8 proficiency to make sure they have the appropriate accommodations in reading, writing, listening, and speaking. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | District Funding | ESL committee and EL teachers |
|--|--------------------------|------------|------------|-----|------------------|-------------------------------|

| Activity - EL 1-A | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| The EL Coordinator will use Finish Line and English in a Flash with students to teach language acquisition throughout the year. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | District Funding | EL coordinator |

Measurable Objective 2:

50% of English Learners students will demonstrate a proficiency with a gain of 0.5 or greater on the Comprehensive Proficiency Level on the ACCESS for ELLs 2.0 assessment. in English Language Arts by 05/18/2018 as measured by ACCESS for ELLs 2.0 assessment.

(shared) Strategy 1:

ELL Reform Strategy - EL teachers will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to the language domains of reading, writing, and listening.

Category: Develop/Implement Learning Supports

| Activity - Writing IELP | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------------------|
| The ESL committee will write an IELP for identified EL students that did not score 4.8 proficiency to make sure they have the appropriate accommodations in reading, writing, listening, and speaking. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | District Funding | ESL committee and EL teachers |

| Activity - EL 1-A | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | |
|---|--------------------------|------------|------------|-----|------------------|----------------|
| The EL Coordinator will use Finish Line and English in a Flash with students to teach language acquisition throughout the year. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | District Funding | EL coordinator |
|---|--------------------------|------------|------------|-----|------------------|----------------|

Goal 5: Eclectic Elementary School will strive to improve students' proficiency in reading.

Measurable Objective 1:

demonstrate a proficiency at or above the 50th percentile in reading from a baseline score of 53% to 58% by 05/18/2018 as measured by STAR Reading Assessment.

Strategy 1:

Close Reading Strategies - Teachers instruct students on how to read text for meaning, reread text for various purposes, and how to draw conclusions, inferences, etc. to gain understanding.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close Reading is a strategy used to help students increase understanding from text.

Paul, R., & Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA: Foundation for Critical Thinking Press.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Close Reading is a strategy used to help students increase understanding from text. | Academic Support Program | 08/16/2017 | 05/18/2018 | \$0 | No Funding Required | All teachers and support staff. |

Strategy 2:

iRead and IXL - Computer programs used to increase reading and language proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - iRead | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|------------------------------------|
| iRead is a phonics program used to increase reading skills. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | District Funding | All K-2 teachers and support staff |

| Activity - IXL Language | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------------|------------|------------|-------------------|-------------------|--------------------|
| IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced. | Technology, Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | District Funding | Classroom Teachers |

Strategy 3:

STAR Reading and Early Literacy - The STAR Reading and Early Literacy Assessments will be administered quarterly to the students. Teachers will use the data to assist with small group instruction, and as a tool to drive instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: "Teacher/Administrator." <i>Welcome to Renaissance Place</i>. Judith and Terrance Paul, 1996. Web. 13 Jan. 2016.

| Activity - STAR Reading and Early Literacy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|------------|------------|-------------------|-------------------|------------------------|
| Teachers will be trained on STAR, Early Literacy and Accelerated Reader. Students will practice reading on the STAR Reading and Early Literacy Assessments several times a year. Teachers will view student scores to see the areas in need of improvement. | Technology, Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | District Funding | All classroom teachers |

Strategy 4:

Balanced Literacy - Teachers will learn how to implement Balanced Literacy strategies in the classroom to provide a balanced approach to mastering ELA College and

Career Readiness Standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: //flare.ucf.edu, ©2001 Flare, and University O. Balanced Reading Instruction in K-3 Classrooms (2001): n. pag. 2001. Web. 7 Sept. 2016.

| Activity - Balanced Literacy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|------------------------|
| Balanced Literacy is a strategy used to include reading, writing, spelling, phonics, and other skills-based instruction. Ongoing training will be conducted throughout the year. | Professional Learning | 08/09/2017 | 05/18/2018 | \$0 | District Funding | All classroom teachers |

| Activity - Scott Foresman | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|------------------------|
| Research based strategies found within Scott Foresman | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | All classroom teachers |

Goal 6: Eclectic Elementary School will aim to increase the number of parents involved in school activities.

Measurable Objective 1:

demonstrate a behavior that will involve parents who are unable to attend school activities by using multiple strategies by 05/25/2018 as measured by surveys and sign-in-sheets.

Strategy 1:

Flexible Schedule - When choosing stakeholder's for the school's parent engagement plan, Eclectic Elementary School took into consideration local businesses, parents, grandparents, the Parent Teacher Organization, the principal, faculty, and staff. To accommodate the stakeholder's we held flexible meetings. Some were in the mornings, evenings, and during school hours.

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Category: Other - Stakeholders Involvement

Research Cited: Jesse, D., "Increasing Parental Involvement: A Key to Student Achievement," MCREL, 2011.

| Activity - Open House | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|------------------------------------|
| Parents are invited to school events throughout the year. The week before school begins, Eclectic Elementary School holds Open House from 1:00-7:00. This is a time for parents and students to tour the school and meet their teacher. | Parent Involvement, Community Engagement | 08/01/2017 | 08/31/2017 | \$0 | No Funding Required | Administrators, faculty, and staff |

| Activity - Parent Advisory Committee | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|--|
| The Parent Advisory Meeting is held in August. Attendees are informed with information about the School/Parent Compact, funding, and how to be involved. | Parent Involvement, Community Engagement | 08/01/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators, faculty/staff, parents and community leaders |

| Activity - Ways to Communicate with Parents | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|------------------------------------|
| Parents will be informed about parental involvement programs, meetings, and other activities which they could be involved in through the school website, newsletters, surveys, weekly folders, marquee, and the school Facebook page. | Parent Involvement, Community Engagement | 08/01/2017 | 05/31/2018 | \$0 | No Funding Required | Administrators, faculty, and staff |

| Activity - Parental Involvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--|------------|------------|-----|---------------------|--|
| In September, parents are invited to attend a parent-teacher conference. The Harvest Festival, Wizard of Oz breakfast, and Thanksgiving luncheon are held in October and November. Parents are invited to attend the School Spelling Bee, Reading Camp Day, Art Night, and the Book Fair during the Spring months. Kindergarten Graduation and Awards' Day is held during May. Weekly folders, newsletters, and progress reports are sent home throughout the year. Classroom teachers welcome volunteers to assist in their classroom. | Parent Involvement, Community Engagement | 08/01/2017 | 05/25/2018 | \$0 | No Funding Required | Administrator s, parents, faculty and staff. |
|---|--|------------|------------|-----|---------------------|--|

| Activity - Parent Report Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Parent Report Day scheduled to update parents on student achievement, behavior, and policies/procedures. | Parent Involvement | 09/11/2017 | 09/11/2017 | \$0 | No Funding Required | EES faculty |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|---|--------------------------------------|------------|------------|-------------------|------------------------|
| STAR Math and Early Literacy | Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments several times a year. Teachers will view student scores to determine the areas in need of improvement. | Technology, Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | All classroom teachers |
| Total | | | | | \$0 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|---|--|------------|------------|-------------------|--|
| Parent Advisory Committee | The Parent Advisory Meeting is held in August. Attendees are informed with information about the School/Parent Compact, funding, and how to be involved. | Parent Involvement, Community Engagement | 08/01/2017 | 05/25/2018 | \$0 | Administrators, faculty/staff, parents and community leaders |
| Scott Foresman | Research based strategies found within Scott Foresman | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | All classroom teachers |
| Close Reading | Close Reading is a strategy used to help students increase understanding from text. | Academic Support Program | 08/16/2017 | 05/18/2018 | \$0 | All teachers and support staff. |
| Open House | Parents are invited to school events throughout the year. The week before school begins, Eclectic Elementary School holds Open House from 1:00-7:00. This is a time for parents and students to tour the school and meet their teacher. | Parent Involvement, Community Engagement | 08/01/2017 | 08/31/2017 | \$0 | Administrators, faculty, and staff |

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|----------------------------------|---|--|------------|------------|-----|---|
| Parental Involvement | In September, parents are invited to attend a parent-teacher conference. The Harvest Festival, Wizard of Oz breakfast, and Thanksgiving luncheon are held in October and November. Parents are invited to attend the School Spelling Bee, Reading Camp Day, Art Night, and the Book Fair during the Spring months. Kindergarten Graduation and Awards' Day is held during May. Weekly folders, newsletters, and progress reports are sent home throughout the year. Classroom teachers welcome volunteers to assist in their classroom. | Parent Involvement, Community Engagement | 08/01/2017 | 05/25/2018 | \$0 | Administrator s, parents, faculty and staff. |
| Ways to Communicate with Parents | Parents will be informed about parental involvement programs, meetings, and other activities which they could be involved in through the school website, newsletters, surveys, weekly folders, marquee, and the school Facebook page. | Parent Involvement, Community Engagement | 08/01/2017 | 05/31/2018 | \$0 | Administrator s, faculty, and staff |
| Middle School Visit | This will be a field trip that will be an orientation for fourth graders transitioning to the middle school. | Field Trip, Community Engagement, Behavioral Support Program | 04/09/2018 | 05/18/2018 | \$0 | Counselor, 4th grade teachers, and the middle school faculty and staff |
| Close Reading | Students will read fiction and nonfiction passages using the close reading strategies. They will question themselves in order to understand the passage. Students will demonstrate different strategies to better understand vocabulary. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 | All classroom teachers and staff will be responsible for using this activity. |
| Training | Teachers will explore ways to move instruction to student-centered. | Professional Learning | 08/01/2017 | 05/18/2018 | \$0 | Timothy Turley |
| EES Open House | Eclectic Elementary School will provide an Open House for upcoming kindergarten students. This allows students and parents to meet the classroom teacher and familiarize themselves with the facility. | Parent Involvement | 08/03/2017 | 08/03/2017 | \$0 | All faculty and staff at Eclectic Elementary School |
| Parent Report Day | Parent Report Day scheduled to update parents on student achievement, behavior, and policies/procedures. | Parent Involvement | 09/11/2017 | 09/11/2017 | \$0 | EES faculty |
| Learning Supports | Teachers will post videos on social media demonstrating math skills. | Parent Involvement, Technology | 10/12/2017 | 05/18/2018 | \$0 | Kindergarten through 4th grade teachers |
| Visiting Kindergarten Classrooms | provide preschool students with the opportunity to visit kindergarten classrooms to eliminate anxiety and increase students' confidence | Behavioral Support Program | 05/01/2018 | 05/11/2018 | \$0 | Preschool teachers, kindergarten teachers |

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Eclectic Elementary School

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|----------------------|--|--------------------------|------------|------------|------------|--|
| Student-Lead Centers | Students will participate in reading centers that are student-lead. These strategies were presented at Balanced Literacy training. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 | All teachers and staff are responsible for using the ARI strategies. |
| Total | | | | | \$0 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------|---|--------------------------------------|------------|------------|-------------------|--|
| FASTT Math Next Generation | Students practice math facts on this computer program. | Technology, Academic Support Program | 08/14/2017 | 05/18/2018 | \$0 | 2nd-4th grade teachers and support staff |
| Writing IELP | The ESL committee will write an IELP for identified EL students that did not score 4.8 proficiency to make sure they have the appropriate accommodations in reading, writing, listening, and speaking. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | ESL committee and EL teachers |
| STAR Reading and Early Literacy | Teachers will be trained on STAR, Early Literacy and Accelerated Reader. Students will practice reading on the STAR Reading and Early Literacy Assessments several times a year. Teachers will view student scores to see the areas in need of improvement. | Technology, Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | All classroom teachers |
| Balanced Literacy | Balanced Literacy is a strategy used to include reading, writing, spelling, phonics, and other skills-based instruction. Ongoing training will be conducted throughout the year. | Professional Learning | 08/09/2017 | 05/18/2018 | \$0 | All classroom teachers |
| IXL | IXL is a computer program broken down by math standards. Teachers assign standards to the students. Student proficiency reports are available to teachers based on these standards. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 | 1st-4th grade teachers and support staff |
| EL 1-A | The EL Coordinator will use Finish Line and English in a Flash with students to teach language acquisition throughout the year. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | EL coordinator |
| Scantron Performance | Students will be assessed three times per year. The data will be used to improve instruction and student growth. | Technology, Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 | 3rd and 4th grade teachers and support staff and instructional coach |
| iRead | iRead is a phonics program used to increase reading skills. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | All K-2 teachers and support staff |

ACIP

Eclectic Elementary School

| | | | | | | |
|--------------|--|--------------------------------------|------------|------------|--------------|--------------------|
| IXL Language | IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced. | Technology, Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | Classroom Teachers |
| | | | | | Total | \$0 |

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|-------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | No | We used the e-Prove Surveys. It is not based on the point scale so we could not use the Stakeholder Feedback Data form. | Survey Data |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity. | Level 2 |

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The parents at EES scored item C3 words "supportive and helpful" both as best describing the general interaction with staff.

The students indicated on item C1 the best phrase to describe their teachers is "fun".

The staff rated the following four areas highly favorable: "high learning expectations, caring colleagues, supportive interactions with colleagues, and a comfortable physical space".

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

According to all surveys, EES has a comfortable, caring, fun, and supportive environment with high learning expectations coupled with challenging work.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Both the climate and culture and inventory surveys indicate our area of strength is our building's climate.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The parents expressed their lowest level of satisfaction on the lack of "project-based learning activities" on item C2.

The students are most unhappy about the lack of real world problem solving experiences and the lack of school activities being offered before and after school.

The staff indicated the highest level of concern with the lack of opportunity to express individual creativity and to explore diverse cultures.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Both staff and students express a concern for the lack of student individual creativity.

What are the implications for these stakeholder perceptions?

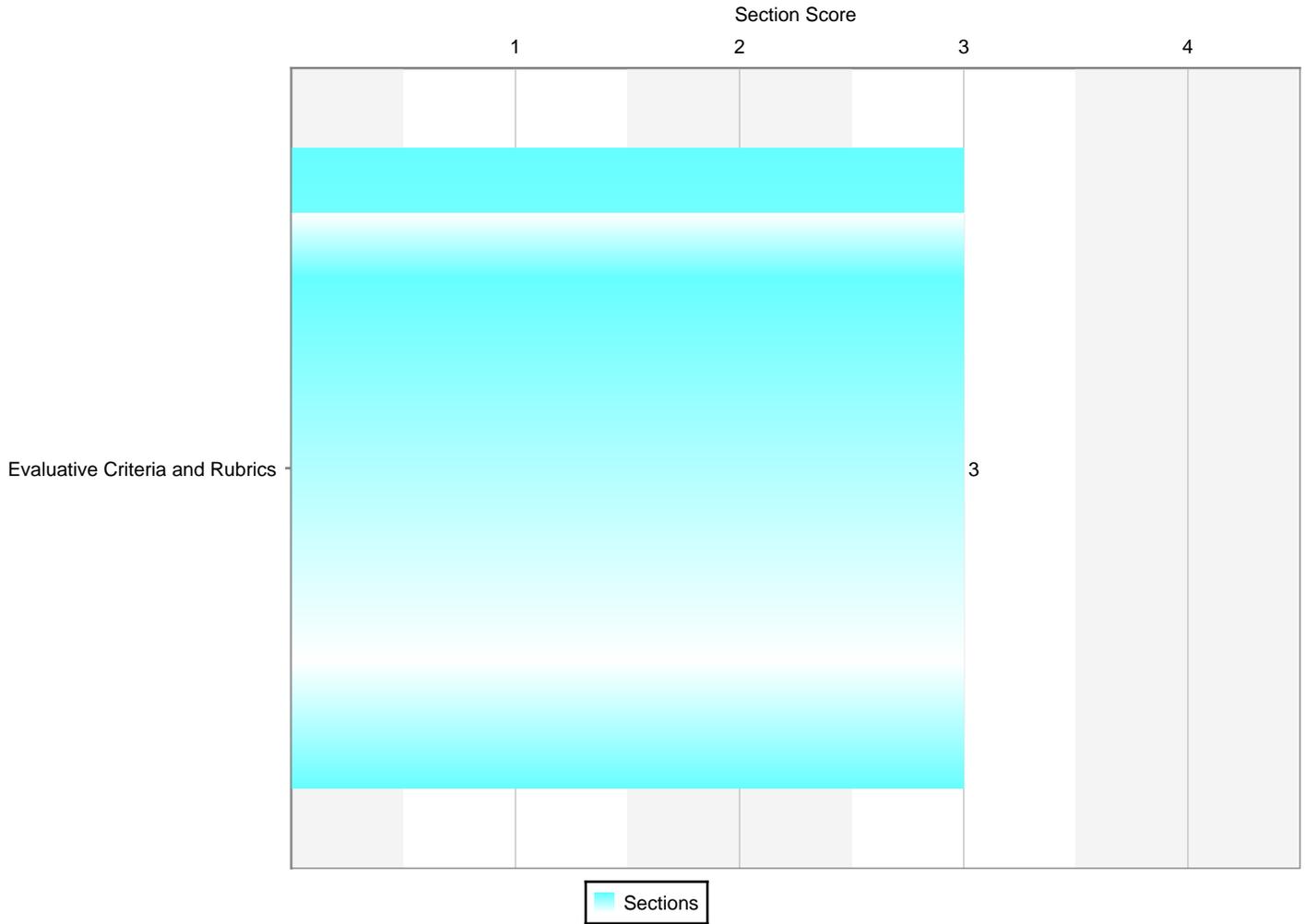
Parents and students request different methods of project-based learning to stimulate students' individual creativity. This survey brings to the forefront the importance of including all stakeholders in the decision-making process to provide increased student-centered learning.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Both climate and culture and inventory surveys note the lack of school activities such as sports, clubs, and tutoring being offered.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The Elmore County Public Schools Comprehensive Needs Assessment was conducted online in May of 2017. The Federal Programs Advisory Committee met and revised the online survey. Email reminders were sent to remind all faculty and staff members to participate in the survey.

Results from high stakes assessments are distributed at the beginning of the school year. After the faculty receives the school's data, we then disaggregate the data to identify strengths and weaknesses. The Building Leadership Team (BLT) meets in small groups to discuss the areas of focus. Standardized test data, Educate Alabama data, school incidence report data, survey data, teacher certification records, attendance reports, and ELL data are reviewed to enhance our teachers' instruction.

Through faculty meetings, data meetings, and grade level meetings, the members of the BLT have collaborated with the faculty and staff to identify the areas of need. A comprehensive assessment, including an analysis and summary of student academic needs by grade level, student subgroup, and subjects, will be created using the following assessments: 2017 scores from Global Scholar, STAR data, attendance reports and serious incidence reports.

What were the results of the comprehensive needs assessment?

The results revealed that overwhelmingly Title I teachers work closely with other teachers and staff to utilize student achievement data to improve instructional decisions. Additionally, Title I teachers do an outstanding job keeping faculty and staff members informed about the academic progress of intervention students. Title I teachers also demonstrate respect for individual differences of ethnicity, race, language, culture, gender, and ability for served students.

What conclusions were drawn from the results?

The comprehensive needs assessment provided affirmation that the school and school system has high expectations for all students. Additionally, the school and the school district work together to help identify needs of students. Finally, the comprehensive needs assessment revealed that the majority of teachers feel that curriculum, instruction, and assessments are aligned with College and Career Ready Standards.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Multiple pieces of data were considered in analyzing perception, student achievement, school programs/ process, and demographic data. The data was analyzed by the district and shared with Title I schools. Additionally, Title I teachers shared this process at the Annual Title I Parent Meeting.

How are the school goals connected to priority needs and the needs assessment?

The school works collaboratively with the district to align priorities and identify needs. District initiatives are established to provide supplemental resources to schools and to increase student achievement.

How do the goals portray a clear and detailed analysis of multiple types of data?

Goals are created by the school and school system by focusing on organizational goals as well as specific goals for the school. Goals are reflective of many data sources and are considered when narrowing the focus on specific needs. The goals portray a clear and detailed analysis of multiple types of data in that they are all tied to the parent, student, and staff survey and Scantron Performance Series results. The feedback from all data sources is consistent-helping to implement a clear plan with attainable goals.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The Title I Plan provides guidance to schools on creating specific goals that give students the opportunity to meet the state's academic achievement standards. Additionally, the Title I Plan provides guidance to Title I schools for supplementing and strengthening the core academic program. We have created school wide goals with a special effort concentrated in small group instruction for all students and increased engagement for all students. These goals directly benefit all students while giving the intense intervention and recognition to all students to include students with special needs and at-risk students.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

The faculty and staff at Eclectic Elementary will move instruction from a teacher-centered focus to a student-centered focus.

Measurable Objective 1:

collaborate to move instruction from a teacher-centered focus to a student-centered focus by 05/18/2018 as measured by a 2% increase in parent, staff, and student survey results.

Strategy1:

Close Reading Strategy - Students will use the close reading strategy to dissect and analyze during and after reading.

Category: Develop/Implement Professional Learning and Support

Research Cited:

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Students will read fiction and nonfiction passages using the close reading strategies. They will question themselves in order to understand the passage. Students will demonstrate different strategies to better understand vocabulary. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 - No Funding Required | All classroom teachers and staff will be responsible for using this activity. |

Strategy2:

ARI Strategies - Teachers will use strategies learned from Balanced Literacy Training to increase students learn using student-lead centers.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

| Activity - Student-Lead Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students will participate in reading centers that are student-lead. These strategies were presented at Balanced Literacy training. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 - No Funding Required | All teachers and staff are responsible for using the ARI strategies. |

Strategy3:

Professional Development - The teachers will receive training opportunities to learn ways to involve students in learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Becoming a Learning School, Killion and Roy (2009)

| Activity - Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| Teachers will explore ways to move instruction to student-centered. | Professional Learning | 08/01/2017 | 05/18/2018 | \$0 - No Funding Required | Timothy Turley |

Goal 2:

Eclectic Elementary School will strive to improve students' proficiency in math.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency at or above the 50th percentile in math from a baseline score of 57% to 60% in Mathematics by 05/18/2018 as measured by the STAR test.

Strategy1:

FASTT Math Next Generation - 2nd-4th grade students practice math facts on this program.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - FASTT Math Next Generation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------------|------------|------------|-------------------------|--|
| Students practice math facts on this computer program. | Academic Support Program Technology | 08/14/2017 | 05/18/2018 | \$0 - District Funding | 2nd-4th grade teachers and support staff |

Strategy2:

Scantron Performance Series - This is a computer program used to assess 3rd-4th grade students three times per year to determine growth and proficiency in math standards. School staff analyzes the data to improve instruction and student achievement.

Category: Other - Periodic Testing

Research Cited:

| Activity - Scantron Performance | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------------|------------|------------|-------------------------|--|
| Students will be assessed three times per year. The data will be used to improve instruction and student growth. | Technology Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 - District Funding | 3rd and 4th grade teachers and support staff and instructional coach |

Strategy3:

STAR Math and Early Literacy - Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments several times a year. Teachers will view student scores to determine the areas in need of improvement.

Category: Other - Periodic Testing

Research Cited:

| Activity - STAR Math and Early Literacy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|------------------------|
| Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments several times a year. Teachers will view student scores to determine the areas in need of improvement. | Academic Support Program Technology | 08/09/2017 | 05/18/2018 | \$0 - Title I Part A | All classroom teachers |

Strategy4:

Learning Supports - Teachers will post videos on social media demonstrating math skills.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - Learning Supports | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------|------------|------------|---------------------------|---|
| Teachers will post videos on social media demonstrating math skills. | Parent Involvement Technology | 10/12/2017 | 05/18/2018 | \$0 - No Funding Required | Kindergarten through 4th grade teachers |

Strategy5:

IXL Math - Students will increase math skills by working on the computer program IXL.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| IXL is a computer program broken down by math standards. Teachers assign standards to the students. Student proficiency reports are available to teachers based on these standards. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 - District Funding | 1st-4th grade teachers and support staff |

Goal 3:

EL students will improve on the Comprehensive Proficiency Level.

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency with a gain of 0.5 or greater on the Comprehensive Proficiency Level on the ACCESS for ELLs 2.0 assessment. in English Language Arts by 05/18/2018 as measured by ACCESS for ELLs 2.0 assessment.

Strategy1:

ELL Reform Strategy - EL teachers will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to the language domains of reading, writing, and listening.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Eclectic Elementary School

| Activity - EL 1-A | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| The EL Coordinator will use Finish Line and English in a Flash with students to teach language acquisition throughout the year. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | EL coordinator |

| Activity - Writing IELP | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------------|
| The ESL committee will write an IELP for identified EL students that did not score 4.8 proficiency to make sure they have the appropriate accommodations in reading, writing, listening, and speaking. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | ESL committee and EL teachers |

Measurable Objective 2:

15% of English Learners students will demonstrate a proficiency by achieving a Composite Proficiency Level of 4.8 or higher in English Language Arts by 05/18/2018 as measured by performance on the ACCESS for ELLs 2.0 assessment.

Strategy1:

ELL Reform Strategy - EL teachers will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to the language domains of reading, writing, and listening.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - EL 1-A | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| The EL Coordinator will use Finish Line and English in a Flash with students to teach language acquisition throughout the year. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | EL coordinator |

| Activity - Writing IELP | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------------|
| The ESL committee will write an IELP for identified EL students that did not score 4.8 proficiency to make sure they have the appropriate accommodations in reading, writing, listening, and speaking. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | ESL committee and EL teachers |

Goal 4:

Eclectic Elementary School will strive to improve students' proficiency in reading.

Measurable Objective 1:

demonstrate a proficiency at or above the 50th percentile in reading from a baseline score of 53% to 58% by 05/18/2018 as measured by STAR Reading Assessment.

Strategy1:

Close Reading Strategies - Teachers instruct students on how to read text for meaning, reread text for various purposes, and how to draw conclusions, inferences, etc. to gain understanding.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close Reading is a strategy used to help students increase understanding from text.

Paul, R., & Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA: Foundation for Critical Thinking Press.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------|
| Close Reading is a strategy used to help students increase understanding from text. | Academic Support Program | 08/16/2017 | 05/18/2018 | \$0 - No Funding Required | All teachers and support staff. |

Strategy2:

iRead and IXL - Computer programs used to increase reading and language proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - IXL Language | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------------|------------|------------|-------------------------|--------------------|
| IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced. | Technology Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | Classroom Teachers |

| Activity - iRead | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|------------------------------------|
| iRead is a phonics program used to increase reading skills. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | All K-2 teachers and support staff |

Strategy3:

Balanced Literacy - Teachers will learn how to implement Balanced Literacy strategies in the classroom to provide a balanced approach to mastering ELA College and Career Readiness Standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: //flare.ucf.edu, ©2001 Flare, and University O. Balanced Reading Instruction in K-3 Classrooms (2001): n. pag. 2001. Web. 7 Sept. 2016.

| Activity - Balanced Literacy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|------------------------|
| Balanced Literacy is a strategy used to include reading, writing, spelling, phonics, and other skills-based instruction. Ongoing training will be conducted throughout the year. | Professional Learning | 08/09/2017 | 05/18/2018 | \$0 - Title I Part C | All classroom teachers |

| Activity - Scott Foresman | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------|
| Research based strategies found within Scott Foresman | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - No Funding Required | All classroom teachers |

Strategy4:

STAR Reading and Early Literacy - The STAR Reading and Early Literacy Assessments will be administered quarterly to the students. Teachers will use the data to assist with small group instruction, and as a tool to drive instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: "Teacher/Administrator." <i>Welcome to Renaissance Place</i>. Judith and Terrance Paul, 1996. Web. 13 Jan. 2016.

| Activity - STAR Reading and Early Literacy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|------------------------|
| Teachers will be trained on STAR, Early Literacy and Accelerated Reader. Students will practice reading on the STAR Reading and Early Literacy Assessments several times a year. Teachers will view student scores to see the areas in need of improvement. | Academic Support Program Technology | 08/09/2017 | 05/18/2018 | \$0 - District Funding | All classroom teachers |

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

The faculty and staff at Eclectic Elementary will move instruction from a teacher-centered focus to a student-centered focus.

Measurable Objective 1:

collaborate to move instruction from a teacher-centered focus to a student-centered focus by 05/18/2018 as measured by a 2% increase in parent, staff, and student survey results.

Strategy1:

Close Reading Strategy - Students will use the close reading strategy to dissect and analyze during and after reading.

Category: Develop/Implement Professional Learning and Support

Research Cited:

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Students will read fiction and nonfiction passages using the close reading strategies. They will question themselves in order to understand the passage. Students will demonstrate different strategies to better understand vocabulary. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 - No Funding Required | All classroom teachers and staff will be responsible for using this activity. |

Strategy2:

ARI Strategies - Teachers will use strategies learned from Balanced Literacy Training to increase students learn using student-lead centers.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

| Activity - Student-Lead Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students will participate in reading centers that are student-lead. These strategies were presented at Balanced Literacy training. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 - No Funding Required | All teachers and staff are responsible for using the ARI strategies. |

Goal 2:

Eclectic Elementary School will strive to improve students' proficiency in math.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency at or above the 50th percentile in math from a baseline score of 57% to 60% in Mathematics by 05/18/2018 as measured by the STAR test.

Strategy1:

STAR Math and Early Literacy - Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments several times a year. Teachers will view student scores to determine the areas in need of improvement.

Category: Other - Periodic Testing

Research Cited:

| Activity - STAR Math and Early Literacy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|------------------------|
| Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments several times a year. Teachers will view student scores to determine the areas in need of improvement. | Technology Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - Title I Part A | All classroom teachers |

Strategy2:

IXL Math - Students will increase math skills by working on the computer program IXL.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| IXL is a computer program broken down by math standards. Teachers assign standards to the students. Student proficiency reports are available to teachers based on these standards. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 - District Funding | 1st-4th grade teachers and support staff |

Strategy3:

Learning Supports - Teachers will post videos on social media demonstrating math skills.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - Learning Supports | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------|------------|------------|---------------------------|---|
| Teachers will post videos on social media demonstrating math skills. | Parent Involvement Technology | 10/12/2017 | 05/18/2018 | \$0 - No Funding Required | Kindergarten through 4th grade teachers |

Strategy4:

Scantron Performance Series - This is a computer program used to assess 3rd-4th grade students three times per year to determine growth and proficiency in math standards. School staff analyzes the data to improve instruction and student achievement.

Category: Other - Periodic Testing

Research Cited:

| Activity - Scantron Performance | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------------|------------|------------|-------------------------|--|
| Students will be assessed three times per year. The data will be used to improve instruction and student growth. | Academic Support Program Technology | 08/01/2017 | 05/18/2018 | \$0 - District Funding | 3rd and 4th grade teachers and support staff and instructional coach |

Strategy5:

FASTT Math Next Generation - 2nd-4th grade students practice math facts on this program.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - FASTT Math Next Generation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------------|------------|------------|-------------------------|--|
| Students practice math facts on this computer program. | Academic Support Program Technology | 08/14/2017 | 05/18/2018 | \$0 - District Funding | 2nd-4th grade teachers and support staff |

Goal 3:

EL students will improve on the Comprehensive Proficiency Level.

Measurable Objective 1:

15% of English Learners students will demonstrate a proficiency by achieving a Composite Proficiency Level of 4.8 or higher in English Language Arts by 05/18/2018 as measured by performance on the ACCESS for ELLs 2.0 assessment.

Strategy1:

ELL Reform Strategy - EL teachers will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to the language domains of reading, writing, and listening.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - EL 1-A | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| The EL Coordinator will use Finish Line and English in a Flash with students to teach language acquisition throughout the year. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | EL coordinator |

Goal 4:

Eclectic Elementary School will strive to improve students' proficiency in reading.

Measurable Objective 1:

demonstrate a proficiency at or above the 50th percentile in reading from a baseline score of 53% to 58% by 05/18/2018 as measured by STAR Reading Assessment.

Strategy1:

Balanced Literacy - Teachers will learn how to implement Balanced Literacy strategies in the classroom to provide a balanced approach to mastering ELA College and Career Readiness Standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: //flare.ucf.edu, ©2001 Flare, and University O. Balanced Reading Instruction in K-3 Classrooms (2001): n. pag. 2001. Web. 7 Sept. 2016.

| Activity - Balanced Literacy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|------------------------|
| Balanced Literacy is a strategy used to include reading, writing, spelling, phonics, and other skills-based instruction. Ongoing training will be conducted throughout the year. | Professional Learning | 08/09/2017 | 05/18/2018 | \$0 - Title I Part C | All classroom teachers |

| Activity - Scott Foresman | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------|
| Research based strategies found within Scott Foresman | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - No Funding Required | All classroom teachers |

Strategy2:

STAR Reading and Early Literacy - The STAR Reading and Early Literacy Assessments will be administered quarterly to the students. Teachers will use the data to assist with small group instruction, and as a tool to drive instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: "Teacher/Administrator." <i>Welcome to Renaissance Place</i>. Judith and Terrance Paul, 1996. Web. 13 Jan. 2016.

| Activity - STAR Reading and Early Literacy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|------------------------|
| Teachers will be trained on STAR, Early Literacy and Accelerated Reader. Students will practice reading on the STAR Reading and Early Literacy Assessments several times a year. Teachers will view student scores to see the areas in need of improvement. | Academic Support Program Technology | 08/09/2017 | 05/18/2018 | \$0 - District Funding | All classroom teachers |

Strategy3:

iRead and IXL - Computer programs used to increase reading and language proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - IXL Language | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------------|------------|------------|-------------------------|--------------------|
| IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced. | Academic Support Program Technology | 08/09/2017 | 05/18/2018 | \$0 - District Funding | Classroom Teachers |

| Activity - iRead | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|------------------------------------|
| iRead is a phonics program used to increase reading skills. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | All K-2 teachers and support staff |

Strategy4:

Close Reading Strategies - Teachers instruct students on how to read text for meaning, reread text for various purposes, and how to draw conclusions, inferences, etc. to gain understanding.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close Reading is a strategy used to help students increase understanding from text.

Paul, R., & Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA: Foundation for Critical Thinking Press.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------|
| Close Reading is a strategy used to help students increase understanding from text. | Academic Support Program | 08/16/2017 | 05/18/2018 | \$0 - No Funding Required | All teachers and support staff. |

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

The faculty and staff at Eclectic Elementary will move instruction from a teacher-centered focus to a student-centered focus.

Measurable Objective 1:

collaborate to move instruction from a teacher-centered focus to a student-centered focus by 05/18/2018 as measured by a 2% increase in parent, staff, and student survey results.

Strategy1:

ARI Strategies - Teachers will use strategies learned from Balanced Literacy Training to increase students learn using student-lead centers.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

| Activity - Student-Lead Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students will participate in reading centers that are student-lead. These strategies were presented at Balanced Literacy training. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 - No Funding Required | All teachers and staff are responsible for using the ARI strategies. |

Strategy2:

Close Reading Strategy - Students will use the close reading strategy to dissect and analyze during and after reading.

Category: Develop/Implement Professional Learning and Support

Research Cited:

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Students will read fiction and nonfiction passages using the close reading strategies. They will question themselves in order to understand the passage. Students will demonstrate different strategies to better understand vocabulary. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 - No Funding Required | All classroom teachers and staff will be responsible for using this activity. |

Goal 2:

Eclectic Elementary School will strive to improve students' proficiency in math.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency at or above the 50th percentile in math from a baseline score of 57% to 60% in Mathematics by 05/18/2018 as measured by the STAR test.

Strategy1:

Learning Supports - Teachers will post videos on social media demonstrating math skills.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - Learning Supports | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------|------------|------------|---------------------------|---|
| Teachers will post videos on social media demonstrating math skills. | Parent Involvement Technology | 10/12/2017 | 05/18/2018 | \$0 - No Funding Required | Kindergarten through 4th grade teachers |

Strategy2:

IXL Math - Students will increase math skills by working on the computer program IXL.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| IXL is a computer program broken down by math standards. Teachers assign standards to the students. Student proficiency reports are available to teachers based on these standards. | Academic Support Program | 08/01/2017 | 05/18/2018 | \$0 - District Funding | 1st-4th grade teachers and support staff |

Strategy3:

FASTT Math Next Generation - 2nd-4th grade students practice math facts on this program.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - FASTT Math Next Generation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------------|------------|------------|-------------------------|--|
| Students practice math facts on this computer program. | Academic Support Program Technology | 08/14/2017 | 05/18/2018 | \$0 - District Funding | 2nd-4th grade teachers and support staff |

Goal 3:

EL students will improve on the Comprehensive Proficiency Level.

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency with a gain of 0.5 or greater on the Comprehensive Proficiency Level on the ACCESS for ELLs 2.0 assessment. in English Language Arts by 05/18/2018 as measured by ACCESS for ELLs 2.0 assessment.

Strategy1:

ELL Reform Strategy - EL teachers will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to the language domains of reading, writing, and listening.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - EL 1-A | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| The EL Coordinator will use Finish Line and English in a Flash with students to teach language acquisition throughout the year. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | EL coordinator |

Goal 4:

Eclectic Elementary School will strive to improve students' proficiency in reading.

Measurable Objective 1:

demonstrate a proficiency at or above the 50th percentile in reading from a baseline score of 53% to 58% by 05/18/2018 as measured by STAR Reading Assessment.

Strategy1:

Close Reading Strategies - Teachers instruct students on how to read text for meaning, reread text for various purposes, and how to draw conclusions, inferences, etc. to gain understanding.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close Reading is a strategy used to help students increase understanding from text.

Paul, R., & Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA: Foundation for Critical Thinking Press.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------|
| Close Reading is a strategy used to help students increase understanding from text. | Academic Support Program | 08/16/2017 | 05/18/2018 | \$0 - No Funding Required | All teachers and support staff. |

Strategy2:

iRead and IXL - Computer programs used to increase reading and language proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - IXL Language | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------------|------------|------------|-------------------------|--------------------|
| IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced. | Academic Support Program Technology | 08/09/2017 | 05/18/2018 | \$0 - District Funding | Classroom Teachers |

| Activity - iRead | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|------------------------------------|
| iRead is a phonics program used to increase reading skills. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | All K-2 teachers and support staff |

Strategy3:

Balanced Literacy - Teachers will learn how to implement Balanced Literacy strategies in the classroom to provide a balanced approach to mastering ELA College and Career Readiness Standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: //flare.ucf.edu, ©2001 Flare, and University O. Balanced Reading Instruction in K-3 Classrooms (2001): n. pag. 2001. Web. 7 Sept. 2016.

| Activity - Balanced Literacy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|------------------------|
| Balanced Literacy is a strategy used to include reading, writing, spelling, phonics, and other skills-based instruction. Ongoing training will be conducted throughout the year. | Professional Learning | 08/09/2017 | 05/18/2018 | \$0 - District Funding | All classroom teachers |

| Activity - Scott Foresman | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------|
| Research based strategies found within Scott Foresman | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - No Funding Required | All classroom teachers |

Goal 5:

Eclectic Elementary School will aim to increase the number of parents involved in school activities.

Measurable Objective 1:

demonstrate a behavior that will involve parents who are unable to attend school activities by using multiple strategies by 05/25/2018 as measured by surveys and sign-in-sheets.

Strategy1:

Flexible Schedule - When choosing stakeholder's for the school's parent engagement plan, Eclectic Elementary School took into SY 2017-2018

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consideration local businesses, parents, grandparents, the Parent Teacher Organization, the principal, faculty, and staff. To accommodate the stakeholder's we held flexible meetings. Some were in the mornings, evenings, and during school hours.

Category: Other - Stakeholders Involvement

Research Cited: Jesse, D., "Increasing Parental Involvement: A Key to Student Achievement," MCREL, 2011.

| Activity - Parent Report Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Parent Report Day scheduled to update parents on student achievement, behavior, and policies/procedures. | Parent Involvement | 09/11/2017 | 09/11/2017 | \$0 - No Funding Required | EES faculty |

| Activity - Parental Involvement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---|
| In September, parents are invited to attend a parent-teacher conference. The Harvest Festival, Wizard of Oz breakfast, and Thanksgiving luncheon are held in October and November. Parents are invited to attend the School Spelling Bee, Reading Camp Day, Art Night, and the Book Fair during the Spring months. Kindergarten Graduation and Awards' Day is held during May. Weekly folders, newsletters, and progress reports are sent home throughout the year. Classroom teachers welcome volunteers to assist in their classroom. | Community Engagement Parent Involvement | 08/01/2017 | 05/25/2018 | \$0 - No Funding Required | Administrators, parents, faculty and staff. |

| Activity - Ways to Communicate with Parents | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|------------------------------------|
| Parents will be informed about parental involvement programs, meetings, and other activities which they could be involved in through the school website, newsletters, surveys, weekly folders, marquee, and the school Facebook page. | Parent Involvement Community Engagement | 08/01/2017 | 05/31/2018 | \$0 - No Funding Required | Administrators, faculty, and staff |

| Activity - Open House | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|------------------------------------|
| Parents are invited to school events throughout the year. The week before school begins, Eclectic Elementary School holds Open House from 1:00-7:00. This is a time for parents and students to tour the school and meet their teacher. | Parent Involvement Community Engagement | 08/01/2017 | 08/31/2017 | \$0 - No Funding Required | Administrators, faculty, and staff |

| Activity - Parent Advisory Committee | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|--|
| The Parent Advisory Meeting is held in August. Attendees are informed with information about the School/Parent Compact, funding, and how to be involved. | Parent Involvement Community Engagement | 08/01/2017 | 05/25/2018 | \$0 - No Funding Required | Administrators, faculty/staff, parents and community leaders |

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

EL students will improve on the Comprehensive Proficiency Level.

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency with a gain of 0.5 or greater on the Comprehensive Proficiency Level on the ACCESS for ELLs 2.0 assessment. in English Language Arts by 05/18/2018 as measured by ACCESS for ELLs 2.0 assessment.

Strategy1:

ELL Reform Strategy - EL teachers will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to the language domains of reading, writing, and listening.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - Writing IELP | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------------|
| The ESL committee will write an IELP for identified EL students that did not score 4.8 proficiency to make sure they have the appropriate accommodations in reading, writing, listening, and speaking. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | ESL committee and EL teachers |

| Activity - EL 1-A | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| The EL Coordinator will use Finish Line and English in a Flash with students to teach language acquisition throughout the year. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | EL coordinator |

Measurable Objective 2:

15% of English Learners students will demonstrate a proficiency by achieving a Composite Proficiency Level of 4.8 or higher in English Language Arts by 05/18/2018 as measured by performance on the ACCESS for ELLs 2.0 assessment.

Strategy1:

ELL Reform Strategy - EL teachers will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on, and are not limited to the language domains of reading, writing, and listening.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Eclectic Elementary School

| Activity - EL 1-A | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|-------------------|-----------------|------------------------------------|--------------------------|
| The EL Coordinator will use Finish Line and English in a Flash with students to teach language acquisition throughout the year. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | EL coordinator |

| Activity - Writing IELP | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|-------------------|-----------------|------------------------------------|-------------------------------|
| The ESL committee will write an IELP for identified EL students that did not score 4.8 proficiency to make sure they have the appropriate accommodations in reading, writing, listening, and speaking. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 - District Funding | ESL committee and EL teachers |

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Parent reports for the ACCESS tests are given to each parent in Spanish at the beginning of the following school year. Forms, surveys, and other information sent by the county are provided in Spanish. We also use TRANSACT as a tool to translate material. We have a county translator for Spanish as well. Language Line is used to communicate information to parents by phone.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1. | Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 2. | Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this? | Yes | | |

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Personnel staffing decisions are made through the submission of application to the Teach in Alabama website. The screening and background checks of applicants are done at our Central Office. After this process, a list of qualified applicants are available through the Teach in Alabama website and interviews are set up from this list. The principal makes the recommendation to the superintendent after interviews are conducted with qualified applicants. Final employment recommendations are made by the principal and approved by the local school board. Administrators identify vacancies and select applicants who are fully certified and highly qualified. Classroom assignments are made on even distribution of abilities, data gathered from STAR and special education IEPs. Teachers adhere to the Elmore County Public Schools Pacing Guides, Management of Curriculum and the Alabama College and Career Ready Standards in planning and implementing their lessons. Currently, 100% of EES's teachers are HQT.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

The turnover rate is 4%.

What is the experience level of key teaching and learning personnel?

The majority of teachers at EES have 10-15 years experience. All teachers are highly qualified. EES has 39 certified faculty members. Eighteen have BS degrees, twenty have MS, and one has an EDS degree.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Eclectic Elementary School has established a formal mentoring program as mandated by the SDE. This program is designed to provide ongoing support for new teachers in the areas of effective instructional practices and classroom management. Each new teacher is assigned a veteran teacher matched by grade-level. New hires receive a district-level orientation at the beginning of the school year. Each new teacher and their mentor are required to meet and maintain a mentor log which is turned into the assistant principal monthly. This log is forwarded to the county's director of Mentor Services, Cindy Cochran. She holds monthly meetings with new teachers and observes these teachers in a classroom setting, providing helpful feedback to facilitate teachers' growth.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

During data meetings and Balanced Literacy training, EES determined we needed more professional development on guided reading and a student-centered classroom.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Balanced Literacy, Accelerated Reader, and STAR training will be embedded during the current school year. Professional development on student centered activities and creating and uploading videos will also be provided. Title I Parent Advisory Meetings are held twice each school year.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

Eclectic Elementary School has established a formal mentoring program as mandated by the SDE. This program is designed to provide ongoing support for new teachers in the areas of effective instructional practices and classroom management. Each new teacher is assigned a veteran teacher matched by grade-level. New hires receive a district-level orientation at the beginning of the school year. Each new teacher and their mentor are required to meet and maintain a mentor log which is turned in to the assistant principal monthly. This log is forwarded to the county's director of Mentor Services. This person holds monthly meetings with new teachers and performs observations of these teachers. She provides helpful feedback to facilitate teachers' growth.

Describe how all professional development is "sustained and ongoing."

Professional Development opportunities are offered at the school level, county level, and through the regional resource center. Data meetings are held and are based on data from Scantron Performance Series and STAR.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Preschool students and fourth grade students will be provided opportunities to successfully transition schools.

Measurable Objective 1:

collaborate to provide a field trip for fourth graders to visit and become familiar with the middle school by 05/18/2018 as measured by the number of students who visit the middle school..

Strategy1:

Middle School Field Trip - Fourth grade students will visit Eclectic Middle School, including classrooms, the Library, lunchroom, and gym.

Category: Develop/Implement Student and School Culture Program

Research Cited:

| Activity - Middle School Visit | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|--|
| This will be a field trip that will be an orientation for fourth graders transitioning to the middle school. | Behavioral Support Program Community Engagement Field Trip | 04/09/2018 | 05/18/2018 | \$0 - No Funding Required | Counselor, 4th grade teachers, and the middle school faculty and staff |

Measurable Objective 2:

collaborate to make the transition from the Eclectic Child Development Program to Kindergarten by 05/18/2018 as measured by the number of students from these programs who visit the kindergarten each Spring.

Strategy1:

Kindergarten Visits - Eclectic Elementary will offer an opportunity for the students at the Eclectic Child Development Program to visit the school, tour the building, meet Kindergarten teachers and join in activities with their classes each spring. The visitors will meet the essential personnel of the school, such as principal, media specialist, school nurse and counselor. They will visit the cafeteria and media center and observe physical education classes in progress.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited:

ACIP

Eclectic Elementary School

| Activity - Visiting Kindergarten Classrooms | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|-------------------|-----------------|------------------------------------|---|
| provide preschool students with the opportunity to visit kindergarten classrooms to eliminate anxiety and increase students' confidence | Behavioral Support Program | 05/01/2018 | 05/11/2018 | \$0 - No Funding Required | Preschool teachers, kindergarten teachers |

| Activity - EES Open House | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------|-------------------|-----------------|------------------------------------|---|
| Eclectic Elementary School will provide an Open House for upcoming kindergarten students. This allows students and parents to meet the classroom teacher and familiarize themselves with the facility. | Parent Involvement | 08/03/2017 | 08/03/2017 | \$0 - No Funding Required | All faculty and staff at Eclectic Elementary School |

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Eclectic Elementary School teachers collaborate by grade level on bi-monthly basis about student academic and behavioral performance as well as reviewing the validity of assessments given. Monthly Data Meetings are held at which administrators, the Instructional Coach, the Counselor and general classroom teachers analyze the results of the assessment given and make decisions about instruction and intervention. Students not reaching mastery on grade-level promotion checklists are discussed at monthly Problem Solving Team meetings. The ACIP is also reviewed and revised, when needed, during these meetings.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who are experiencing difficulty mastering the standards are identified in several ways: Scantron Performance Series results, STAR, iNow grades, teacher observations, and assistance from the Problem Solving Team.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

After students are identified as having difficulty, assistance is provided in different ways: Students receive Tier II instruction from the classroom teacher, if needed, the PST will assign the student additional time for Tier III with the Intervention teacher. Students will also be able to use the IXL program which will help them master the math standards. Students in grades 1-4 will also be able to use IXL to help with the reading standards.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students have the opportunity to use computer programs such as IXL and iRead. The 21st Century Program is available for 3rd and 4th graders at Eclectic Middle School from 3:15-6:00 daily.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students have access to the same free public education that is provided to other children. All homeless, migrant, and limited-English speaking students are provided with the opportunity to meet the same challenging state content and performance standards to which all students are held. Each new student receives a Home Language Survey used to determine eligibility for limited English proficient services and testing. The counselor and school registrar identify the students with English as another language upon registration. The EL coordinator is informed. Students qualify for testing if a home language survey indicates the student uses a language other than English in the home. All eligible students are tested with the WIDA ACCESS placement test (W-APT) to determine if the student is eligible for services. Parents or guardians have the right to waive services.

All student who have been served by Special Education services in their previous school will be assigned a case manager who will develop an IEP for them or determine if additional evaluations are required. If a student is referred for special education services an evaluation may include Tier II intervention and Tier III intervention. When a student is referred to special education a team will determine if he/she is in need of intervention services, after these have been tried for several weeks the student's need for evaluation will be reassessed. If determined

necessary, the student will be tested for eligibility for special education services. If eligible, there will be an Individualized Education Plan (IEP) written for the student and their goals and academic needs will be determined by an IEP team.

The Elmore County Public School System has a Board approved policy for Migrant, Immigrants, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students. This policy is reviewed and revised annually.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The state program consists of the foundational units for the school. Local programs are added to the state program assistance with administration. Federal programs work to supplement the foundational program and are implemented throughout each Title I school.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

A violence prevention program is a non-funded mandate. However, EES provides awareness of bullying through counselors, printed materials, and we have outside resources to provide assistance. The Child Nutrition Program is Federally funded to provide a breakfast and lunch program to students in need of assistance.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

EES completes a yearly Comprehensive Needs Assessment and a program evaluation for the Title I program.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

EES uses the needs assessment results. The staff disaggregates the State's annual assessment data when it becomes available. Additionally, EES utilizes other data sources, such as STAR Reading and Math, Scantron Performance Series, SIR, iNOW information, ACCESS, etc. to monitor and evaluate academic achievement.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

State and local assessment results and student grades.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The Leadership Team meets to review data and make decisions regarding the Continuous Improvement Plan.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 34.67 |

Provide the number of classroom teachers.

34.67

| Label | Question | Value |
|-------|--|------------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 1739362.91 |

Total

1,739,362.91

Administrator Units

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Administrator assigned units. | 1.0 |

Provide the number of administrators.

1

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 78914.83 |

Total

78,914.83

Assistant Principal

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Assistant Principal assigned units. | 0.5 |

Provide the number of Assistant Principals.

1

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 61964.08 |

Total

61,964.08

Counselor

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Counselor assigned units. | 1.0 |

Provide the number of Counselors.

1

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Counselor. | 55944.0 |

Total

55,944.00

Librarian

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Librarian assigned units. | 1.0 |

Provide the number of Librarians.

1

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Librarian. | 51302.0 |

Total

51,302.00

Career and Technical Education Administrator

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Career and Technical Education Administrator assigned units. | 0.0 |

Provide the number of Career and Technical Education Administrators.

0

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Administrator. | 0.0 |

Total

0.00

Career and Technical Education Counselor

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Career and Technical Education Counselor assigned units. | 0.0 |

Provide the number of Career and Technical Education Counselors.

0

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Counselor. | 0.0 |

Total

0.00

Technology

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Technology. | 8073.45 |

Total

8,073.45

Professional Development

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Professional Development. | 2960.08 |

Total

2,960.08

EL Teachers

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of EL Teachers in FTEs. | 0.0 |

Provide the number of EL Teachers.

0

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all funding for EL Teachers. | 0.0 |

Total

0.00

Instructional Supplies

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all funding for Instructional Supplies. | 16089.19 |

Total

16,089.19

Library Enhancement

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|---|---------|
| 3. | Provide the total of all funding for Library Enhancement. | 1161.88 |

Total

1,161.88

Title I

| Label | Question | Value |
|-------|---|---------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 94646.0 |

Provide a brief explanation and breakdown of expenses.

Salaries/benefits, instructional supplies, computer hardware, parental involvement materials and supplies

Title II

| Label | Question | Value |
|-------|--|---------|
| 1. | Professional Development Activities. Provide the total. | 80503.0 |

Provide a brief explanation and a breakdown of expenses.

Funds for professional development activities and related expenses such as registration fees, travel, and/or substitutes, are allocated from the Central Office

Title III

| Label | Question | Value |
|-------|---|---------|
| 1. | For English Learners. Provide the total. | 34490.0 |

Provide a brief explanation and a breakdown of expenses.

funds are distributed from the district level

Title IV

| Label | Question | Value |
|-------|---|-------|
| 1. | 21st Century Schools. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

| Label | Question | Value |
|-------|--|-------|
| 1. | For Rural and Low-income Schools Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|---|-------|
| 1. | Basic Grant (Title I) Provide total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|---|-------|
| 1. | Basic Grant (Title I) Provide total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

N/A

| Label | Question | Value |
|-------|--|-------|
| 1. | Tech Prep (Title II) Provide the total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

N/A

Other

| Label | Question | Value |
|-------|---|-------|
| 1. | 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

| Label | Question | Value |
|-------|-------------------|-------|
| 1. | Provide the total | 0.0 |

Provide a brief explanation and breakdown of expenses.

N/A

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Each fall, Eclectic Elementary School will hold its annual Title I Parent Advisory Meeting. Parents are notified about the meeting through the following: weekly newsletters sent home with every teacher, marquee sign, sign by the front door, school website, and the school Facebook page. Topics discussed include: Title I school wide program participation, services, and the parents' rights. Parental Involvement Plan, 1% set aside, and the School/Parent Compacts. Parents are encouraged to participate and make suggestions for all activities on the School PI Plan.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Two meetings will be held in the fall and spring. One meeting will be held in the morning and one in the afternoon. Parents will receive all information in Thursday folders and may request to meet with the Title I coordinator if he/she has additional questions. Parents will be involved in all aspects of the Title I Program. Parent representatives will work with the Leadership Team in writing/revising the ACIP. Each year the ACIP and Parental involvement Plan will be reviewed and evaluated. Revisions will be made as needed. EES uses its parental involvement funds as follows: to purchase parent communication folders for all students and supplies for Reading Camp, Art Night, and Awards' Day Celebrations.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

In the fall parents are invited to attend the Parent Advisory Committee Meeting to learn what it means to be a Title I School, 1% set aside, School/Parent Compacts, and the Parental Involvement Plan.

Parents get weekly newsletters from their child's teacher regarding the student's grades, work completed, behavioral reports and weekly classroom highlights. Letters are sent to parents notifying them of their child's placement in Intervention classes provided through the Title I program.

In the spring there is an additional Title I Parent Advisory Meeting where they can learn more about our school wide plan, services provided, LEA meeting schedules, and how they can participate in the decision making process. Parents are also encouraged to give input on changes that can be made regarding any aspect of our plan.

Parents are given a copy of the parent handbook, which includes more detailed information on these topics. A copy of the Parental Involvement Plan is posted in the school.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Eclectic Elementary School revised its School/Parent Compact in the spring of 2013 to include the College and Career Readiness Standards. The compacts are signed by the parents on Parent Conference Day. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teacher will also sign the compact and keep them in his/her room to refer to throughout the year. The compacts will be used to signify the commitment between the school, parent, and student. Parents will receive a copy of the compact to keep at home.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Each Year, EES' Leadership Team reviews, evaluates, and revises its Continuous Improvement Plan. During the review process, parents are informed of their rights to give input for the revision. A copy of the plan can be found in the school's library, which serves as a resource center for parents. Parents have the right to submit their concerns in writing to the principal who will submit the concerns to the Building Leadership Team for inclusion in the plan. Parents will be informed of their rights throughout the year.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Eclectic Elementary School has an Open House at the beginning of every school year. Parents are given the opportunity to meet their child's teacher and learn about grade level expectations. This year, Open House was held on August 3 from 1:00-7:00 to allow parents with varying schedules a convenient time to attend.

Teachers will send home graded papers weekly with a parent newsletter informing the parents of upcoming events and skills to be covered. At the Annual School Wide Title I Meeting the program will be explained to the parents and they will be informed of how they can take part in the planning process.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Eclectic Elementary School's Leadership Team will work diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. EES has a Parent Resource Area in the EES library that is open each day from 7:30-2:30. Parents are able to receive information and have access to the internet.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Eclectic Elementary will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and parents as partners. Our Leadership Team placed special emphasis on the need to ensure a closer connection between our school's identified goals and our parent involvement. Our Parent Involvement plan provides opportunities for parents to be involved in all aspects of their child's education.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

EES will continue to coordinate PI activities to involve all parents, the Parents Resource Center will be open every day in the library. Parents

have access to resource materials and the internet.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Presently, EES has 5 EL students. Information on all school meetings, parent notices, etc., are sent to parents of these children. If necessary, the information is available in different languages through TRANSACT. In addition, a Spanish/English translator is available to help communicate with parents as needed. The Language Line Over-the-phone Interpretation Service is also available if needed.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Eclectic Elementary will continue to coordinate its parental involvement programs for all parents. We currently have 5 EL students and some of their parents are actively involved in our parenting activities. In addition, the Parent Resource Center will be open every school day. We will provide parents with information on how to help their child to be successful. Parents are welcomed to visit classrooms and work with the Instructional Coach and Intervention teacher for further assistance. If necessary, this information will be available in different languages through TRANSACT and our county translator.

EES will continue to keep parents informed. The Parent Right to Know Policy can be found in the Elmore County Policy Manual, which is available in the school office. In addition, parents may find it on the web page (www.elmoreco.com) under the publications section. The policy number is IDBDD, IBDD-R (Parent's Right to Know Request for Information form), and the IBDD-RR (Parent Notification Letter).